DOCUMENT RESUME

ED 412 391 CE 074 951

TITLE	CEDEFOP Work Programme 1997.
INSTITUTION	European Centre for the Development of Vocational Training, Thessaloniki (Greece).
ISBN	ISBN-92-827-9633-7
PUB DATE	1997-00-00
NOTE	86p.
PUB TYPE	Reports - General (140)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Comparative Analysis; Educational Cooperation; Educational Research; Foreign Countries; Information Dissemination; Information Services; Inservice Teacher Education; International Cooperation; *International Educational Exchange; *International Organizations; *Organizational Effectiveness; *Organizational Objectives; Program Development; Program Evaluation; Program Implementation; Research Projects; *Vocational Education
IDENTIFIERS	Europe; *European Centre for the Development of Voc Train

ABSTRACT

This booklet outlines the 1997 work program of the European Centre for the Development of Vocational Training (CEDEFOP). The first section details CEDEFOP's mission, objectives, main tasks, and future as an organization working at the European Community (EC) level to encourage the promotion and development of vocational education and training (VET) and inservice training and to promote exchanges of information and comparison of experience on issues of common interest to the EC member states. Discussed in the second section are the following items on CEDEFOP's 1997 agenda in the following areas: promoting competencies and lifelong learning (studies of the impact of information technology on curricula and qualifications, sector-level approaches to analyzing skill needs, accreditation of prior learning); monitoring developments in the financing, delivery, and improvement of VET in the EC member states; serving European mobility and exchanges; conducting support activities (study visits, support of research cooperation, improvement of the operation of CEDEFOP's existing networks); providing information services; and improving CEDEFOP's efficiency and effectiveness. Appended are the following: summary of principal outcomes and activities for 1997 and projected activities in 1998; lists of publications and meetings foreseen in 1997; budget outline; and CEDEFOP organizational chart for 1997. (MN)

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CEDEFOP

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Work Programme 1997

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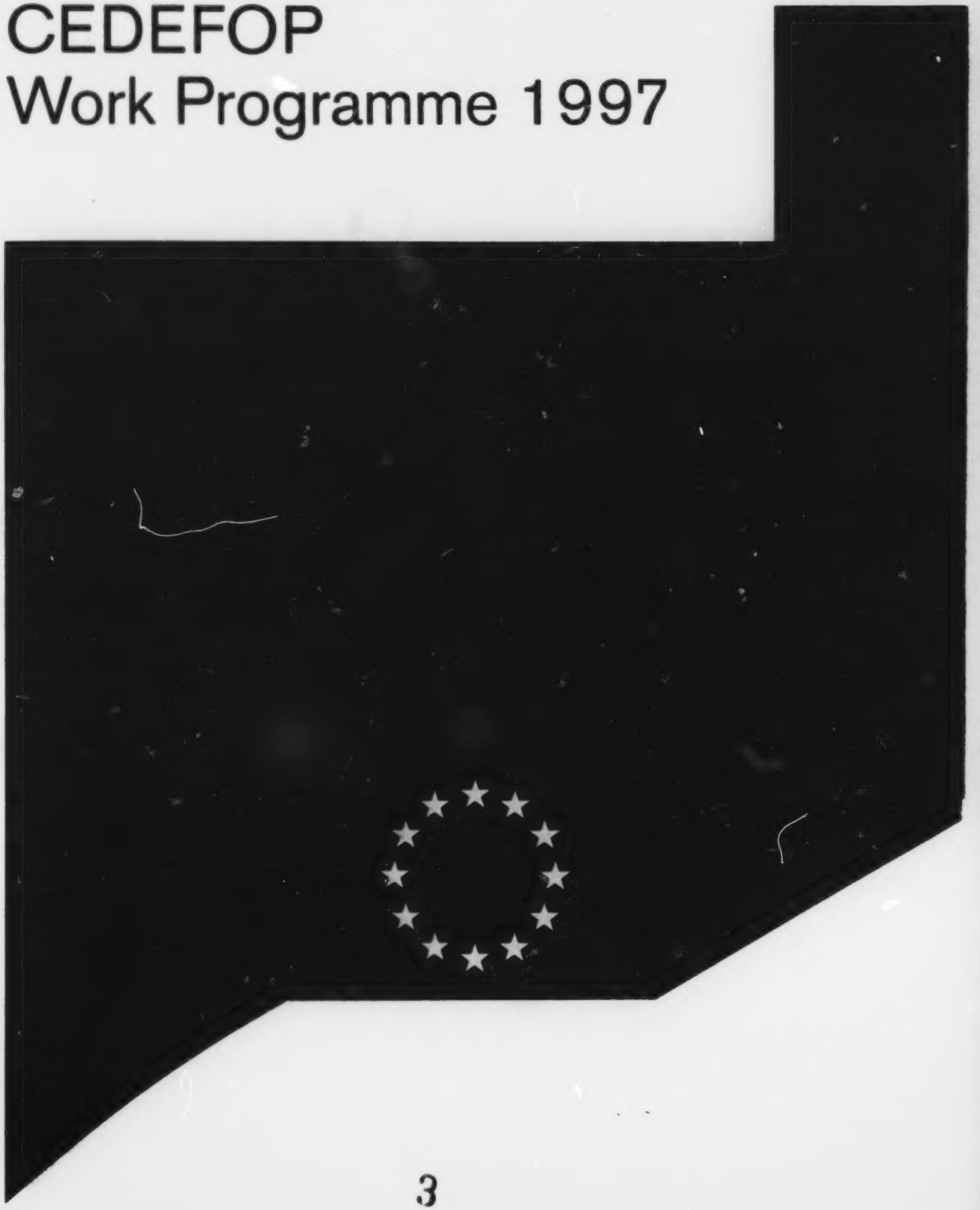
Work Programme 1997



CEDEFOP

CEDEFOP Work Programme 1997
approved at the meeting of the Bureau of the Management Board on 24 January 1997

Chairman of the Management Board:
Tom O'Dwyer

Director:
Johan van Rens

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The Centre was established by Regulation (EEC) No 337/75 of the Council of the European Communities, last amended by Council Regulation (EC) No 251/95 of 6 February 1995 and Council Regulation (EC) No 354/95 of 20 February 1995.

Luxembourg: Office for official publications of the European Communities, 1997

ISBN 92-827-9633-7

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Layout: Rudolf J. Schmitt, Berlin
Technical Production with DTP: Axel Hunstock, Berlin

Printed in Greece

Executive Summary 6

Foreword 12

The Framework 14

1. Mission and objectives of CEDEFOP 15
2. Main tasks of the Centre 16
3. The future of CEDEFOP 18
4. Context 19
5. Medium-term priorities (1997-2000) 20

1997 Work Programme 22

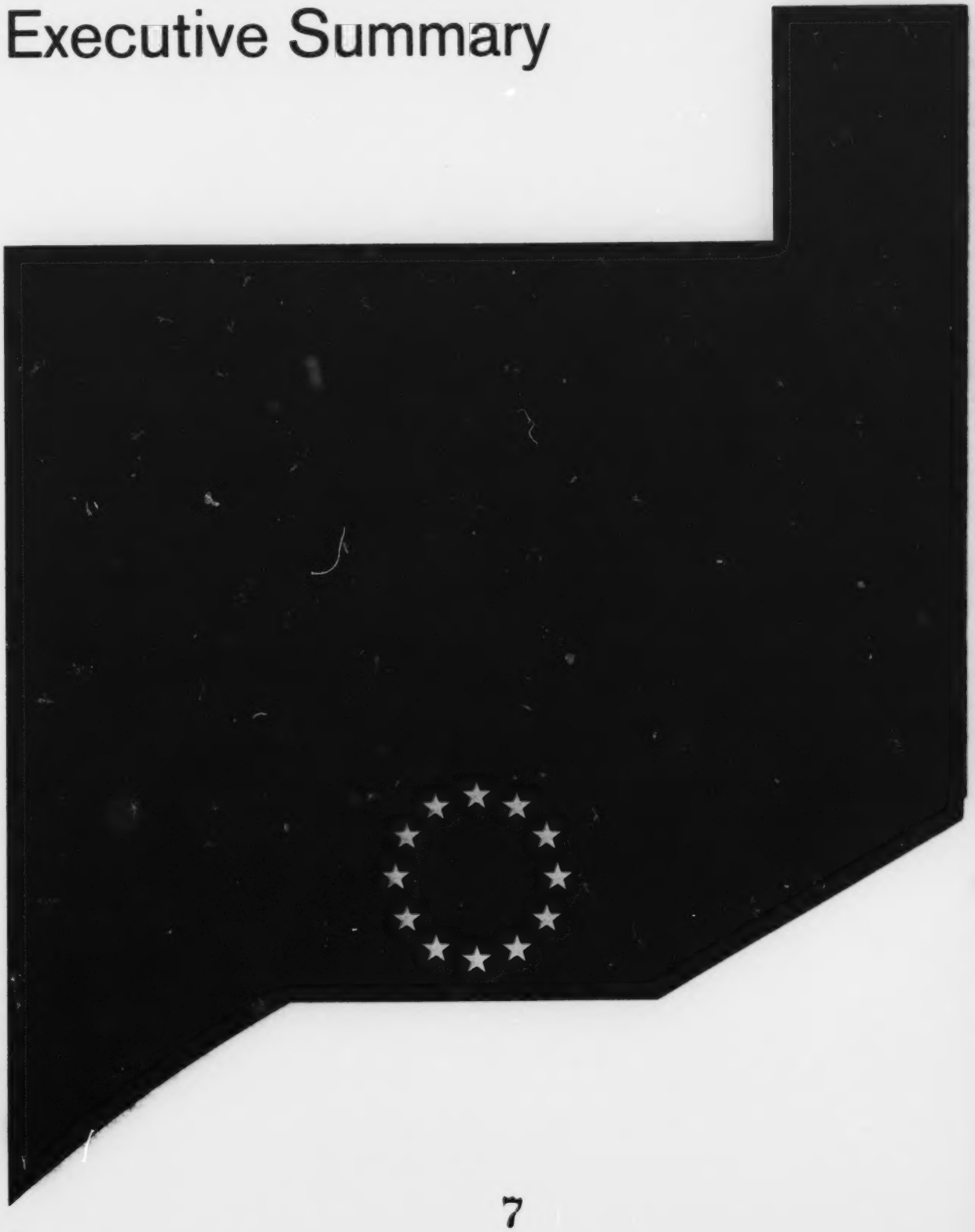
1. Promoting competences and lifelong learning 24
2. Monitoring developments in vocational education and training in the Member States 30
3. Serving European mobility and exchanges 46
4. Support activities 48
5. Information services 58
6. Making the Centre more efficient and effective 65

Annexes 66

I. Summary of principal outcomes and activities in 1997 and a look ahead to 1998 67
II. List of publications foreseen 74
III. List of meetings foreseen 77
IV. Budget outline 80
V. Organisation chart 81

* It should be noted that throughout the Work Programme 1997 references to the European Union (EU) and its Member States apply equally to Norway and Iceland. These two countries participate in the vocational education and training activities of the EU as partners under the agreement setting up the European Economic Area (EEA).

Executive Summary



CEDEFOP WORK PROGRAMME 1997

Introduction

The Work Programme 1997 is the first to be prepared in the context of the medium-term priorities agreed by the Management Board. Its aim is to nurture the process of the renewal and refocusing of CEDEFOP (the European Centre for the Development of Vocational Training) and its activities. This process seeks to improve the Centre's relevance and impact on the development of vocational education and training policy and practice.

The Work Programme seeks to explain more clearly the Centre's role and aims to provide a more focused approach for its activities by centring them around clear themes and priorities. It also outlines the specific aims and outcomes expected of, or the task to be carried out by, each activity. In parallel with a clearer focus for its work, the Centre is also seeking to improve its administration and the Work Programme also contains specific proposals in this area.

Role, aims and activities

The role of the Centre is to assist the European Commission in encouraging, at Community level, the promotion and development of vocational training and of in-service training and to contribute to the work of the other groups and bodies represented on its Management Board - the Member States and the Social Partners - in their policy activities. It does this principally through the promotion of exchanges of information and the comparison of experience on issues of common interest to the Member States.

The Centre aims to provide a link between research, policy and practice by helping policy-makers and practitioners, at all levels in the European Union (EU), to have a clearer understanding of the developments taking place in vocational education and training and so help them draw conclusions for future action. It also aims to stimulate scientists and researchers to identify and map trends and future questions, and promote research into themes of relevance for policy-makers.

As part of the process of renewing and refocusing the Centre's activities, the Management Board has agreed a set of medium-term priorities for the Centre for the period 1997-2000. They take into account the expected developments in vocational education and training policy and identify three themes as the major areas of activity. These are:

promoting **competences and lifelong learning;**

monitoring **developments in vocational education and training in the Member States**; and

serving **European mobility and exchanges.**

The 1997 Work Programme

The Centre's activities will be geared to taking forward specific priorities relating to the above themes. As outlined in the Work Programme 1997, the Centre's activities fall under four headings:

thematic projects of a limited duration;

on-going **support activities** that have a range of tasks and also assist the thematic projects;

information services; and

making the Centre more efficient and effective

Each are discussed in turn below.

Thematic projects

Some 12 thematic projects, each relating to one of the themes in the medium-term priorities, will publish their results in 1997.

Under the theme **promoting competences and lifelong learning**, there will be three projects.
Developments in new occupations and job profiles will be looked at through an examination of the **impact of information technology on curricula and qualifications** in the telecommunications and administration sectors, and through a study of **sector level approaches to analysing skill needs** in the agricultural and printing sectors. An analysis of approaches to **the accreditation of prior learning** will contribute to the identification of new methods of the validation/ certification of skills and qualifications.

With some 8 projects, the majority of project activity in 1997 will focus upon the second theme of **monitoring developments in vocational education and training in the Member States**.
Changes and trends in Member States systems and arrangements will be reported on through updates of some of the CEDEFOP **monographs**, whilst developments in research will be outlined in a **report on vocational education and training research in Europe**, along with an updated electronic version of the **European Research Directory**. The development of statistical indicators and classifications for vocational training will be progressed, and 1997 will see a joint publication between the European Commission, Eurostat and CEDEFOP, called "**Key data on vocational training**". The ways in which investment in people is promoted will also be explored through a project on the **financing of continuing vocational training**. The extent to which training supply meets demand will be looked at through studies on the **occupational and social integration of young people**, the relationship between **qualifications and the labour market** and an analysis of ways to measure **quality in vocational education and training**.

The Centre will seek to promote the theme of **serving European mobility and exchanges** through a project aiming to improve understanding about the **transparency of qualifications**.

The framework provided by the medium-term priorities gives the Centre the opportunity to plan ahead. In 1997, the Centre will begin some project initiatives with results and conclusions reached being available in 1998. With a view to reporting in 1998,

therefore, under the first theme of promoting competences, the Centre will develop a project on **key qualifications and curricular renewal**. In 1998, developments in the Member States will be reported on in a **vocational education and training policy report**, whilst the mobility theme will be developed through a project on a European dimension for the development of an **information system for exchanges and placements for young people**.

Support activities

The Centre will support its priority themes by continuing to promote exchanges of information and experience through its **study visits programme.** In 1997, subject to the policy and budgetary decisions being made, the programme will be opened up to participants from central and eastern European countries and Cyprus and Malta. Greater coherence will be brought to the Centre's research activities through the development of a more systematic framework to **support research co-operation**, which will also seek to improve the way research is used and carried out.

In 1997 the Centre will seek to improve the operation of its existing networks. The **documentation information network** will be streamlined to improve the quality and relevance of the information it receives and disseminates. The network on **trends in occupations and qualifications**, already an important platform for research institutes for comparing methods, instruments and research results relating to forecasting trends, will, in 1997, continue to promote the preparation of new studies and analyses. The Centre will also set up new permanent networks for **vocational education and training professionals**, including teachers and trainers and careers guidance counsellors. These networks will consolidate existing contacts and provide a forum for exchanges, joint research and the dissemination of good practice. In the coming year, the Centre also proposes to support the European Commission in the establishment of an **observation system for innovation in education and training**. The Centre will contribute actively to the planning of the system, including its own role within it, and in co-ordinating its future activities.

The Centre wishes to develop its role as a **partner in policy development** by helping to stimulate debate on vocational education and training and employment prospects in the context of meetings of Directors-General for Vocational Training, and in the Social Dialogue. It will also seek to explain its role and activities more widely in the context of the events celebrating **Thessaloniki as the cultural capital of Europe in 1997**.

Information services

The Centre's publications will continue in the traditional printed form. However, greater use will be made of electronic means and data transfer, including the usage of the Centre's World Wide Web site on the Internet. The Centre's **library and documentation service** will simplify its working methods and, this year, it is proposed to introduce new software for the information storage and retrieval system. In 1997, three issues of the **European Journal for Vocational Training** and of the **CEDEFOP-Info** are planned. In the annex is a list indicating the **publications and meetings** foreseen this year.

Making the Centre more efficient and effective

The changes introduced last year will be consolidated through a definitive management structure to be introduced in 1997. Individual work programmes will also be prepared for the staff. On the basis of the new accounting system a new management information system will be introduced. All the proposals are based on the budget of MECU 14.3 put forward by the EU. This includes MECU 1.7, currently in the reserve, for the new building, and ECU 273 000 for the current temporary premises.

Conclusion

The Work Programme 1997 is a challenging one. It reflects some of the fundamental changes that are taking place in the Centre and, in the context of its medium-term priorities, represents an important step in the process of improving the effectiveness and impact of its work in the EU and the co-operating European Free Trade Area (EFTA) countries and the associated countries of central and eastern Europe.

Foreword

The Centre will face another challenging year in 1997 as it continues to re-organise and revise its activities following its move to Thessaloniki in September 1995. This year, it is expected that the Centre's workforce will be back up to full strength and that the remaining social and technical difficulties resulting from the move will be resolved during the year.

As part of the new approach to its activities, the Management Board has defined a set of medium-term priorities for the period 1997-2000 for the Centre. These priorities draw upon a clear and welcome statement by Commissioner Cresson on her views on the role of the Centre in the development of vocational education and training policy in the coming years. These priorities take into account the policy objectives in the European Commission's White Paper, "Teaching and Learning: Towards the Learning Society", as well as other key policy initiatives at European level to promote employment: initiatives in which vocational education and training play an important role.

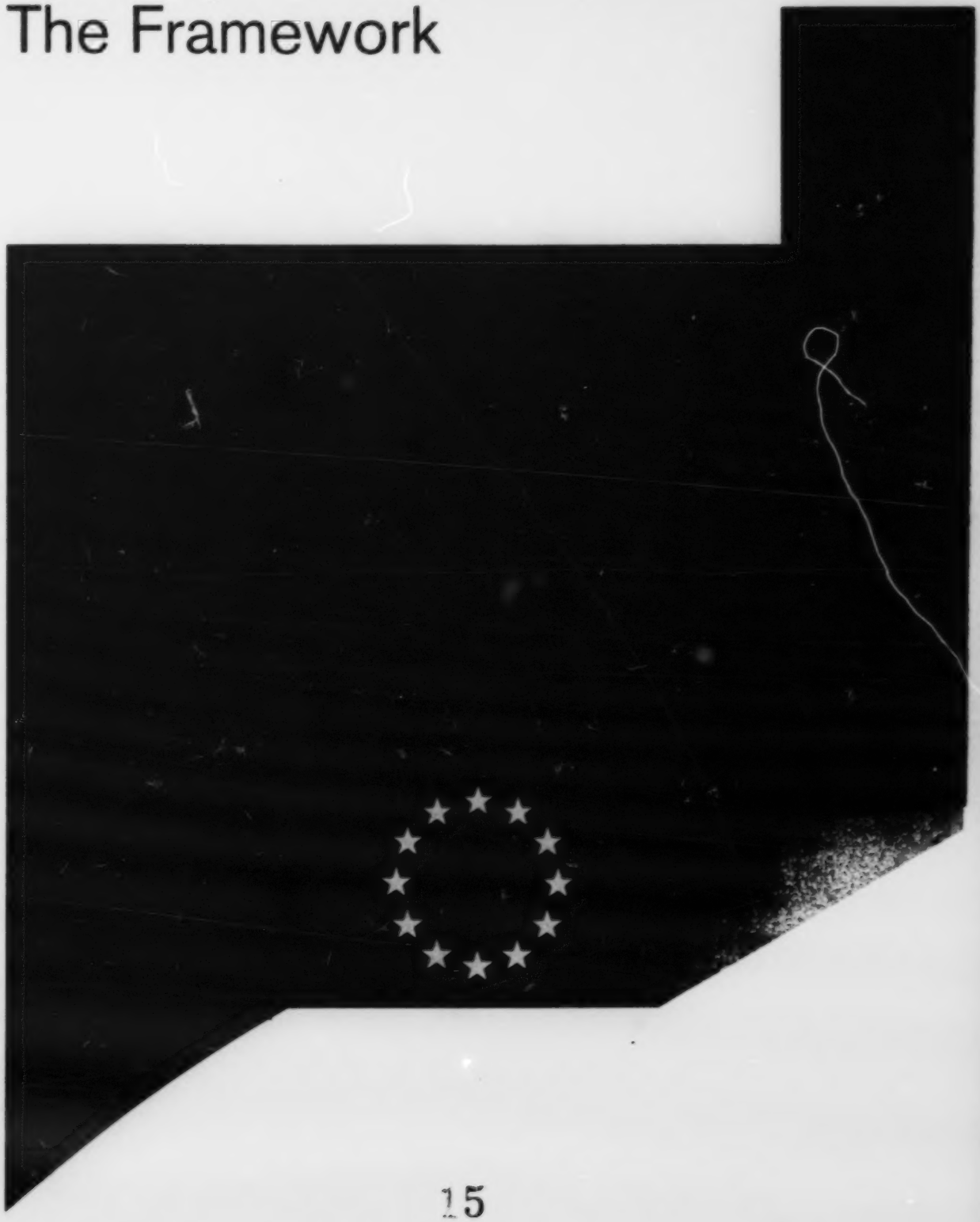
The medium-term priorities provide the context for the 1997 Work Programme. In 1997, the Centre will pursue some of the activities begun last year and will undertake some new ones. However, all the Centre's activities will seek to advance the new priorities.

During 1997, the Centre will also continue to co-operate with the EFTA/EEA countries and support the participation of Malta and Cyprus and the central and eastern European countries into the Leonardo da Vinci programme, subject to the appropriate political and budgetary decisions being taken.

Johan van Rens
Director

Tom O'Dwyer
Chairman, Management Board

The Framework



1. Mission and objectives of CEDEFOP

The European Centre for the Development of Vocational Training (CEDEFOP) was set up as a non-profit making institution, independent of the services of the European Commission, by Council Regulation 337/75 of 10 February 1975, with "the objective of assisting the Commission in encouraging, at Community level, the promotion and development of vocational training and of in-service training" (Article 2).

To that end the Centre contributes, through its scientific and technical activities, to promoting the exchange of information and the comparison of experience ("in particular, on issues which are common to the training systems of the Member States"...). In its activities the Centre shall take into account the links between vocational training and the other branches of education."

The Centre is administered by a Management Board of 48 members: 3 appointed by and representing the Commission (the Director-General, the Director and Head of Unit of the Directorate-General for Education, Training and Youth, DG XXII), and 45 additional members representing Member States', governments, employers' organisations and trade union organisations. UNICE, the CEEP, and the ETUC, as well as Norway and Iceland, have observers on the Board.

The financial operations of the Centre are subject to the financial provisions contained in Council Regulation (EEC) 1416/75 of June 1975, and to the decisions for implementing these provisions established by the Management Board. The Centre accounts of revenue and expenditure for each financial year are examined by the Court of Auditors. The Budget and its annual discharge are filed by the Budgetary Authority.

2. Main tasks of the Centre

2.1. General tasks

Pursuant to Article 2 of the founding Regulation, the main tasks of the Centre are to compile selected documentation and information, to contribute to the development and co-ordination of research, to disseminate it, to encourage and support any initiative likely to facilitate a concerted approach to vocational training problems, and to provide a forum for all those concerned.

In taking forward these tasks, the work of the Centre has three main characteristics:

- **analysis** of data, including the results of research undertaken in the Member States and at European level, which highlight developments in vocational education and training;
- **exploitation** of information and research undertaken by the Member States and in the context of European Union (EU) training programmes; and
- **dissemination** of information by means of a wide range of contacts and networks throughout Europe, through conferences, seminars and documentation.

The Centre seeks to provide an interface between research, policy and practice, in order to:

- enable the Commission, and others involved in vocational education and training, including decision-makers, in the Member States and social partners organisations, as well as practitioners at all levels, to have a clearer understanding of the developments taking place across the EU and to draw conclusions for future action; and
- to stimulate scientists and researchers to identify and map trends and future questions and promote research into themes of relevance for policy-makers.

2.2 Activities

The Centre's work is a combination of projects, having a limited duration focusing upon specific issues, and a range of other more permanent on-going activities, such as certain networks, the Study Visits programme and the publications, documentation and library services.

The Centre's project activities focus upon specific key issues in the development of vocational education and training policy. Project activities are linked to a new framework of medium-term priorities, agreed by the Management Board at its meeting in November 1996, and aim to impact upon both training policy and practice.

The Centre's on-going activities support its projects, and the organisations and bodies represented on its Management Board and others through:

- collecting accurate information on developments in vocational education and training policy and practice;
- editing a wide range of electronic and printed publications, including periodicals, reports and ad hoc publications; and
- providing the opportunity for those involved in vocational education and training to exchange information and experience and improving mutual understanding through visits to Member States.

3. The future of CEDEFOP

The Management Board and the staff of the Centre are committed to the process of renewal and revitalisation of the Centre and its activities, as outlined in the document "In Pursuit of Excellence and Relevance - Revitalising CEDEFOP", approved in 1996.

As part of this process, the Management Board has agreed a set of medium-term priorities for the Centre for the period 1997-2000. These priorities draw from a welcome and clear statement from Commissioner Edith Cresson, in which she outlines the Commission's views on the main strategic direction and priorities for the Centre in the coming years.

In her statement, the Commissioner points out that the links between employment and training have never been stronger and the skill level of the workforce is a major contributor to economic growth. The Commissioner emphasises the need for closer co-operation between Member States in the development of learning and training at a time of social, economic and technological change. She also expresses a wish to see the Centre put in place a system to observe, exchange information about, and promote the wider use of, innovation in vocational training and practice.

In light of this, the Commissioner states that it is "the Commission's strongly-held view that it is not necessary to redefine the original objectives of the Centre..." However, Commissioner Cresson goes on to say that there is a need for "the activities of the Centre to be more output-related and focused around key priorities". The services and products of the Centre must be "more relevant to needs." The Management Board strongly endorses the Commissioner's views. It believes that, with the Centre now firmly established in Thessaloniki, 1997 provides the opportunity for it to concentrate upon its priority tasks and activities. The medium-term priorities will provide the framework to enable the Centre to realise its potential to be a valuable instrument for the European Union for the observation, analysis, and the dissemination and promotion of good practice and innovation in vocational education and training.

4. Context

The policy context for the Centre's work is set out in a range of instruments, in particular:

- Article 127 of the Treaty on European Union, which provides for a Community vocational training policy to support and supplement actions in the Member States.
- The Leonardo da Vinci programme (Council Decision 94/819/EC establishing a programme for the implementation of a European Community vocational training policy), which provides a common framework of objectives for European Community vocational training policy and supports pilot projects, exchanges, and surveys and analyses to promote innovation in training policy and practice. The Centre has a general role to support the Commission in the implementation of the programme (Article 8). It has a specific role in terms of: the transnational exchange of experts and study visits for training experts (Strand III 3b of the programme); and in co-operating in surveys and analyses on promoting transparency and understanding of vocational qualifications (Strand III 2a).
- The European Commission's White Paper on education and training, "Teaching and Learning: Towards the Learning Society", which provides proposals for action to stimulate change in vocational educational and training policy.
- Other policy initiatives such as the Employment Strategy agreed by the European Council at Essen; the Confidence Pact for Employment; and the Medium-term Action Programme on Social Policy (1995-1997), which recognise the important contribution of education and training to improving employment prospects and to combating social exclusion.
- The four priorities adopted by the Social Dialogue Working Group on Education and Training, namely, vocational guidance, lifelong learning, financial resources, and qualifications.
- The European Commission Green Paper "Education - Training - Research, the obstacles to transnational mobility".

5. Medium-term priorities (1997-2000): CEDEFOP an active partner in policy and practice

It is against this policy background and Commissioner Cresson's statement, that the medium-term priorities for 1997-2000 have been approved by the Management Board, to provide a multi-annual framework for the Centre's annual Work Programmes. In the light of the expected developments in vocational training policy at European level, three major themes have been identified. Each theme contains a number of specific priorities which will provide the focus of the Centre's work. The themes and priorities are outlined below:

5.1 Promoting competences and lifelong learning

Under this theme CEDEFOP will monitor the development of the skills needed to provide a basis for lifelong learning in order to facilitate integration into the labour market and to become adaptable to its changing needs, and the ways in which skills and qualifications are validated and certified. This work will be carried out in close co-operation with the responsible bodies and the social partners including where appropriate, at sector level, and will focus on:

- identifying and encouraging the acquisition of core/key skills and qualifications;
- reporting developments in new occupations and job profiles in all areas of job growth;
- identifying new methods for the validation/certification of skills and qualifications, including those skills acquired through informal learning systems.

5.2 Monitoring developments in vocational education and training in the Member States

Under this theme, CEDEFOP will monitor the key developments and report on trends in the vocational education and training systems of the Member States. This work will focus on:

- observing Member States' systems, arrangements and innovatory practices;
- contributing to the development of classifications for vocational training, and indicators on the impact of training on growth, competitiveness, productivity, wages and employment;

- analysing the ways in which investment in people is promoted (including expenditure on training by governments, enterprises and individuals, as well as the legal, administrative financial and fiscal incentives);
- analysing the extent to which training supply meets demand, (including how training provision meets the needs of young people, adults, workers in small and medium-sized enterprises, temporary and part-time workers, as well as those at a disadvantage in the labour market, and how it contributes towards the development of equal opportunities);
- analysing the development of transnational co-operation in vocational training (including transnational, public/private sector partnerships, the social partners, and relations between education and training establishments and enterprises);
- analysing the integration of new technology into learning systems.

5.3 Serving European mobility and exchanges

Under this theme, CEDEFOP will monitor the ways in which vocational training can contribute towards the free movement of those undergoing training and of workers through:

- the development of the European dimension in vocational training, including the preparation of workers for the Single Market, including the forecasting of skills and qualifications needs;
- improving the understanding of different certification systems, of the transparency of qualifications and of the barriers to the mutual recognition of qualifications;
- encouraging the development of a European dimension in vocational guidance;
- contributing to the establishment of an information mechanism on exchange/placement opportunities for young people and adults.

The 1997 Work Programme

CEDEFOP WORK PROGRAMME 1997

The 1997 Work Programme is the first to be prepared in the framework of the medium-term priorities (1997-2000). Not all of the medium-term priorities will be taken forward in 1997 and the Work Programme does not attempt to do this. Instead, in line with the principles established for the reforming of the Centre, the Work Programme seeks to concentrate on a number of activities and to improve the quality of the work carried out.

The structure of the Work Programme follows the three main themes in the medium-term priorities:

promoting	competences and lifelong learning;
monitoring	vocational education and training developments in the Member States; and
serving	European mobility and exchanges.

The priorities relating to each theme are then outlined and the projects taking forward that priority are then described. It should be noted that the priorities listed under each theme are **not** ranked in order of importance. The Work Programme examines the Centre's support services (section 4), followed by proposals related to the services provided by the Centre and its administration (sections 5 and 6). The descriptions are meant to be brief and concise and are, therefore, not exhaustive. The aims and tasks are as tangible as possible. The names of contacts for the projects and activities are also given. The budget for project-related activities is outlined in annex IV.

The proposals are based on the budget for 1997 proposed by the Commission to the budgetary authority, which allocates ECU 12 300 000 to "normal activities" and ECU 2 000 000 to cover costs related to the transfer (mainly for the current temporary and the new building). This sum is somewhat less than in the 1996 budget.

1. Promoting competences and lifelong learning

The trend across Europe is towards more skilled jobs. The acquisition of skills is essential both for the competitiveness of enterprises and the employment prospects of individuals. The definition of, and access to, skills is a major issue. An ageing workforce and the pace of technological, economic and social change require people to constantly update their skills. Although initial vocational training remains of great importance as a basis for lifelong learning, there is growing emphasis on continuing training and raising the skill levels of the existing workforce. There is a need to acquire a broad range of skills in order to adapt to change. Despite the need to raise the skill level of the whole workforce, there remain significant sections, notably women, the unskilled, and workers in small and medium-sized enterprises, who are less likely to receive training.

Under this theme, therefore, the Centre will monitor the development of the skills needed to provide a basis for lifelong learning in order to facilitate integration into the labour market and to become adaptable to its changing needs, and the ways in which skills and qualifications are validated and certified. This work will be carried out in close co-operation with the responsible bodies and social partners, including, where appropriate, at sector level.

Priority: Reporting developments in new occupations and job profiles in all areas of job growth

1.1 Impact of information technology on curricula and qualifications

Aims

- ❑ to investigate how information technology affects the core competences required by workers at all levels in a particular division of an enterprise (such as production, marketing, finance etc.);
- ❑ to identify the levels of educational attainment and training required to do the job and the continuing training required;
- ❑ to identify the implications for curricula and qualifications;
- ❑ to identify innovative training approaches;
- ❑ to make recommendations for the planning of training activities and for drawing up training of training policies.

Expected outcomes

- ❑ publication of a **synthesis report aimed at policy-makers and practitioners**.

Methodology

- ❑ the study will be carried out in Italy, France and Spain in the telecommunications and administration sectors.

Timetable

- ❑ results of the study will be presented in December 1997.

Contact

Mara Brugia

1.2 Sector-level approaches - a tool for analysing training needs

Aims

- to report on the methodology for analysing sector training systems, with case studies from the printing and health-care sectors;
- to identify the relations between innovation and training/human resources development and the implications/requirements for methods and content of training in the agricultural sector.
- to analyse work organisation and its impact on the acquisition of skills and competences in micro-enterprises (firms with 10 employees or less) firms in the printing sector;
- to consider innovative training practices and skills acquired through informal learning in the printing sector.

Expected outcomes

- publication of **a synthesis report** of the methodology for analysing sectoral training systems;
- preparation of **a synthesis report** on sector training agencies and the transfer of innovations;
- preparation of **a synthesis report** on printing sector work organisation and informal learning;
- publication of **reports** on work organisation and qualifications in the retail sector and in the car sales and repair sectors
- publication of a **report** on the advantages and limits of the sectoral approach in training analysis and policy.

Methodology

- the role of sector training agencies in the transfer of innovations in agriculture will be analysed, looking at the "value chain" of specific products to follow the spread of innovation through the whole product chain;
- the printing sector, will be analysed in five countries, looking at micro-enterprises and the informal acquisition of qualifications, the assessment of competences and the skill levels.

Timetable

- publication of reports on work organisation and qualifications in the retail sector and in the car sales and repair sectors, by September 1997;
- publication of a report on the advantages and limits of the sector approach in training analysis and policy, by September 1997;
- synthesis report of the methodology for analysing sector training systems, to be published by December 1997.

Contact

Tina Bertzeletou

Priority: Identifying new methods for the validation/certification of skills and qualifications, including those acquired through informal learning systems

1.3 Accreditation of prior learning

Aims

- ❑ to identify the latest developments in approaches to accrediting prior formal and informal learning;
- ❑ to identify the problems and possible obstacles to the introduction of systems to accredit prior learning.

Expected outcomes

- ❑ a **report for policy-makers** outlining the experience and approaches undertaken in a number of Member States;
- ❑ **ideas** on ways to implement objective 1 of the European Commission's White Paper on education and training "Teaching and Learning: Towards the Learning Society".

Methodology

- ❑ an examination of current literature, court rulings and legislation in Ireland, the UK, France, Germany and Portugal; and
- ❑ interviews with and/or questions addressed to specialists in the countries concerned.

Timetable

- ❑ report in September 1997.

Contact

Jens Bjørnåvold

Other project activity

The framework of the medium-term priorities gives the Centre the opportunity to plan ahead. In 1997, the Centre will carry out the following project with a view to the results being published in 1998.

1.4 Key qualifications and curricular renewal,

- under the theme of promoting competences and lifelong learning and the priority of identifying and encouraging the acquisition of core/key skills and qualifications, this project will aim to promote understanding of different concepts in the national "key qualification" debates ("Schlusselqualifikationen", "compétences transversales", "key core skills") and their impact upon curriculum development.

Contact

Pekka Kämäräinen

2. Monitoring developments in vocational and education training in the Member States

To support and supplement the actions of the Member States, the Community must be aware of the major developments taking place, in particular, actions to develop a more systematic approach to lifelong learning. Despite the differences in the Member States' vocational education and training systems, many of the problems faced are similar. The identification of common trends and problems can help to promote joint action to develop common solutions. Much of the European added-value lies in its capacity to facilitate exchange of information and experience of initiatives at national level, which draw upon the diversity of systems and arrangements and which may provide models for transfer to other countries.

Under this theme, therefore, the Centre will monitor the key developments and will report on trends in the systems of the Member States.

Priority: Observing Member States' systems, arrangements and innovatory practices

2.1 Information on the vocational education and training systems in the Member States

Aim

- to provide accessible and user-friendly information on vocational education and training systems of the EU Member States and EFTA countries for policy-makers and vocational training practitioners at EU and Member State level, in both traditional hard-copy and electronic form.

Expected outcomes

- the **monographs on Finland and Sweden** will be published in several languages;
- up-dated monographs on the UK and France will be published in a number of languages;
- the **monographs on Austria, Iceland and Norway** will be completed and translated and, if possible, published in at least their original language;
- the **revision of the monographs on a number of Member States** (including Denmark, Germany, the Netherlands and Portugal) will begin and where possible sent for translation and publication;
- **an electronic information database** containing the texts of the monographs will be maintained, initially in English and part of this will be made available on the Internet;
- consideration will be given to the production of **a CD-Rom** containing the monographs and possibly other material;
- in co-operation with EURYDICE the **up-dating** of the publication on "Structures of the education and initial training systems in the European Union" will be launched.

Methodology

- the monographs will be prepared by authors/institutions at national level, selected on the basis of past experience and following consultation with members of the Management Board from the country concerned;
- links with other CEDEFOP projects (e.g. "Key data on vocational training") will be assured, as will appropriate contacts with EURYDICE, the Leonardo da Vinci programme and other EU activities and the Centre's networks.

Timetable

- Finnish monograph in English and Finnish, June 1997, in German and French, October 1997;
- published monographs on the UK and France in their original language, June 1997;
- published monograph of Sweden in English, October 1997;
- published monograph of Austria in German, October 1997;
- published monograph of Iceland in English, December 1997.

Contact

Michael Adams; Martina Ní Cheallaigh

2.2 Report on research and development in vocational education and training in Europe

Aim

- ❑ to provide for policy-makers and researchers an overview of research results relevant to key policy developments;
- ❑ to improve transparency in European research activities and programmes;
- ❑ to improve transparency in major national research projects, programmes or frameworks for R&D activities;
- ❑ to give information about the Centre's preparatory, accompanying and capitalising activities vis-à-vis European research co-operation and innovation transfer.

Expected outcomes

- ❑ a **report** containing comprehensive information referring to major and innovative activities and programmes in VET, and their relationship with the labour market;
- ❑ a **synthesis report**, summaries and conclusions will be published, aimed at specific users.

Methodology

- ❑ a problem-oriented, interdisciplinary approach will be used;
- ❑ the report will be prepared making best use of existing networks of national contributors and/or of working groups;
- ❑ the report will focus on the following topics:
  - ❑ demographic, socio-economic and technological change affecting the development and structure of vocational education and training;
  - ❑ organisation, design and contents of vocational education and training, in particular, with regard to changing skill requirements;
  - ❑ vocational education and training diplomas, the role of apprenticeships and the transition of graduates into the labour market;
  - ❑ economic and social context of continuing vocational education and training;

- research on comparative methods;
- research co-operation and the transfer of research results to policy and practice.

Timetable

- publication of report autumn/winter 1997

Contact

Manfred Tessaring

2.3 European Research Directory

Aims

- ❑ to promote awareness of developments and co-operation in vocational education and training research by providing researchers with a means to disseminate information on their own activities;
- ❑ to give policy-makers and researchers information on research activities in the Members States.

Expected outcomes

- ❑ the third edition of the European Research Directory, which will be **published on CD-Rom**, containing entries on research projects, outlining their objectives, methodology and expected results. Printed versions will be available on request.

Methodology

- ❑ information in the Directory will be updated through network contacts, including an annual meeting. The software will also be updated to permit access to a database of research institutions and to allow network members to enter information directly onto the database itself.

Timetable

- ❑ the Directory will be published and available on CD-Rom by the end of 1997.

Contact

Mara Brugia

Priority: Contributing to the development of classifications for vocational training and/of indicators on the impact of training on growth, competitiveness, productivity, wages and employment

2.4 Key data and statistics on vocational education and training

Aims

- ❑ to work with the European Commission (DG XXII) and Eurostat to produce a publication presenting key statistical data on vocational education and training in an accessible format for the use of policy-makers and researchers;
- ❑ to provide more detailed and clearer guidelines on how to apply classifications of training fields, to enable more effective international comparisons and analyses to be made;
- ❑ to develop a coherent statistical reporting system concerning initial vocational education and training and to test it;
- ❑ to support the European Commission in the development of a management instrument for policy-makers to measure and monitor the most important training activities taking place in the EU;
- ❑ to help policy-makers identify the main public and private providers of training and to evaluate the financial effort made.

Expected outcomes

- ❑ a joint European Commission (DG XXII), EUROSTAT, CEDEFOP **publication of "Key data on vocational training"** in three languages (English, French and German), together with a smaller extract of the most important data in all official EU languages;
- ❑ a **manual** of how to apply the classification of vocational training fields, including "keys" to enable national classifications to be translated into international classifications;
- ❑ creation of a **data bank** on vocational training participation;
- ❑ **comparable classifications** for the European Economic Area countries, covering initial and continuing training by: type of training providers; training methods and arrangements; and the type of training provided, taking into account the target groups.

Methodology

- for the "Key data on vocational training" publication a selection of key information on vocational training will be presented drawing from a range of EUROSTAT sources, including: data on vocational education and training; the continuing vocational training survey; the UNESCO-OECD-EUROSTAT questionnaire on education; and the labour force survey;
- CEDEFOP, having helped to develop the classification of vocational training fields to promote its use, will provide technical assistance to the Member States through: bilateral meetings in all Member States; and a joint training workshop with EUROSTAT;
- for the statistics on initial vocational training, work is based on a data collection system on participation in initial vocational education and training, and monthly bilateral meetings will be held with consultants;
- the comparable classifications are being developed following a call for tender last year and the Centre will do the follow-up work in close co-operation with EUROSTAT.

Timetable

- "Key data on vocational training" should be published in the summer of 1997;
- subject to approval of UNESCO on the use of the classification of training fields, work on its wider use will take place between March and December 1997;
- the work on statistics on vocational training will be published in EUROSTAT's "Statistics in Focus" and in the "Key data on vocational training" before the end of 1997;

Contact

Africa Melis (in Luxembourg); Steve Bainbridge (in Thessaloniki)

Priority: Analysing the ways in which investment in people is promoted (including expenditure on training by governments, enterprises and individuals, as well as the legal, administrative, financial and fiscal incentives)

2.5 Financing of continuing vocational training

Aims

- promotion of innovative funding policies for continuing vocational training in Europe;
- enhancement of the awareness of the benefits of continuing vocational training;
- advice for the assessment of human resources.

Expected outcomes

- **a report** evaluating current funding schemes (at micro- and at macro-level) in European countries;
- determination of **indicators** for the assessment of socio-economic outcomes (benefits) of continuing training (investment in human resources);
- preparation of a **discussion paper for policy-makers** outlining the main questions on funding;
- contribution to the **promotion of human resource accounting and reporting methods** initiated through objective 5 of the European Commission's White Paper (Teaching and Learning: Towards the Learning Society).

Methodology

- continuation and completion of national studies to evaluate continuing vocational training measures and funding models in some European countries (Denmark, Germany, France, Ireland and Austria) through the assessment of costs and benefits;

- contribution to the European Commission's work on the follow-up to objective 5 ("Treating material investment and investment in training on an equal basis") of their White Paper, and support to the work of the Social Dialogue Education and Training Working Group on the financing of and investment in training;
- defining the main points of activity in this field, through experts' consideration and launching of an international research project on specific aspects (e.g. development of human resource accounting systems; evaluation of economic effects of lifelong learning on vocational education and training; promotion of concepts for managing continuing training);
- examination of relevant statistical data from the Continuing Vocational Training Survey (CVTS).

Timetable

- completion of the national studies by May 1997, drawing-up of the synthesis report on the basis of the national surveys by summer 1997;
- meeting of vocational education and training experts (research exchange and consideration) in mid-1997;
- launching of the further transnational research during the second half of 1997.

Contact

Alexander Kohler; Sarah Elson-Rodgers

Priority: Analysing to what degree training supply meets demand (including the extent to which training provision meets the needs of young people, aduits, workers in SMEs, temporary and part-time workers, as well as those at a disadvantage in the labour market, and how it contributes towards the development of equal opportunities)

2.6 Occupational and social integration of young people

Aims

- ❑ to observe the measures in the Member States to integrate those facing the greatest difficulties;
- ❑ to promote transparency of national programmes for combating exclusion and to support dialogue between those responsible for innovative schemes;
- ❑ to support the identification of innovation in the Leonardo da Vinci and YouthStart programmes.

Expected results

- ❑ publication of the **synthesis report for policy-makers and researchers**;
- ❑ publication of the **comparative study** of work simulation programmes in Germany, France, Italy, Spain and Denmark.

Methodology

- ❑ analysis of new forms of quality and innovation management for transition measures;
- ❑ identification of changing and new occupations and the development of occupational skills;
- ❑ development of new job profiles for those involved in implementing integration and transition measures for young people.

Timetable

- ❑ synthesis report May 1997;
- ❑ report on work simulation programmes September 1997.

Contact

Gesa Chomé

2.7 Qualifications and the labour market

Aims

- to analyse the impact on the labour market of the general increase in educational attainment;
- to consolidate the results of last year's study and clarify the balance between the supply and the demand effects;
- to develop national and comparative models to understand the way in which national education and employment systems absorb the growing demand for education.

Expected outcomes

- **a synthesis report** on prospective tools and scenarios to predict the occupational distribution of qualified people;
- **to prepare the ground** for a larger study in the context of the 5th Framework Research and Development programme.

Methodology

- development of the macro statistical study carried out in 1996 in Germany, Spain, France, Italy, the Netherlands and the UK, which analysed the changes in the structure of occupations by age and certificates between the beginning and the end of the 1980s;
- a micro analysis of certain occupations showing a shift from the general model (for example, clerical and secretarial are traditional occupations for those with academic qualifications) and what developments relate to particular countries;
- other dimensions like wages, gender and/or regional differences as well as mobility and renewal processes within occupations, will be introduced;
- a seminar for senior experts to assess the methods used and to examine the policy implications of this research.

Timetable

- results from the project are expected by the end of 1997.

Contact

Jordi Planas

2.8 Quality in vocational education and training

Aims

- ❑ to contribute to the debate on quality in training within the context of the Council Resolution of 5 December 1994 on the quality and attractiveness of vocational education and training;
- ❑ to provide tools for practitioners to use in evaluating quality.

Expected outcomes

- ❑ **a synthesis report** on quality assurance and control;
- ❑ **a report** on the college/school-based quality assurance and improvement models;
- ❑ **a report** on the relevance and application of ISO 9000 in vocational training institutions.

Methodology

- ❑ an assessment of quality assurance, including an analysis of existing indicators and the creation of typology and the role of the social partners in quality assurance and control, notably the contribution to promoting quality in initial and continuing training and their involvement with European training programmes, with examples of best practice;
- ❑ a European study on quality indicators and on the development of models to evaluate training programmes;
- ❑ assessment of the results of the work completed.

Timetable

- ❑ publication of a synthesis report on quality assurance and control, by September 1997;
- ❑ publication of the report on the college/school-based quality assurance and improvement models by September 1997;
- ❑ a report on the relevance and application of ISO 9000 in vocational training institutions by September 1997.

Contact

Tina Bertzeletou

Other project activity

The framework of the medium-term priorities gives the Centre the opportunity to plan ahead. In 1997, the Centre will carry out the following project with a view to the results being published in 1998.

2.9 Vocational education and training policy report

- ❑ under the theme of monitoring developments in the Member States and the priority of observing their systems and innovatory practices, this project will prepare a report that examines trends and developments in vocational education training policy in the EU.

Contact

Steve Bainbridge; Manfred Tessaring

3. Serving European mobility and exchanges

A key element of Community vocational training policy is to promote mobility through greater understanding, transparency and recognition of vocational education and training qualifications. In addition, a European dimension to vocational training means helping people to take full advantage of the opportunities provided by the Single Market. This includes encouraging periods of work experience and training in another Member State.

Under this theme, the Centre will monitor ways in which vocational training can contribute towards the free movement of those undergoing training and of workers.

Priority: Improving the understanding of different certification systems, of the transparency of qualifications and of the barriers to the mutual recognition of qualifications

3.1 Transparency of qualifications

Aims

- ❑ to support the projects in the Leonardo da Vinci programme in which the Centre is directly involved or has an interest;
- ❑ to analyse the results of the projects and to identify trends and develop complementary innovative activities.

Expected outcomes

- ❑ **exchange of experience** and the development of new approaches to the transparency, comparison and recognition of qualifications in the Member States;
- ❑ the **development of means for practitioners** to implement the various conclusions agreed by the Member States on transparency of qualifications;
- ❑ to **examine the implications for policy-makers** of the barriers to the mutual recognition of qualifications in the EU;
- ❑ **to stimulate debate** on the 5-level training structure in the Council Decision of 16 July 1985, on the comparability of vocational training qualifications between the Member States of the European Community.

Methodology

- the network will support the development of information on the skills and competences acquired by individuals, databases, and reference centres for the information on the comparison of qualifications.

Timetable

- the network for vocational education and training professionals will be set up at the beginning of 1997.

Contact

Jens Bjørnåvold; Burkart Sellin

Other project activity

The framework of the medium-term priorities gives the Centre the opportunity to plan ahead. In 1997, the Centre will carry out the following project with a view to the results being published in 1998.

3.2 Support and information for young people

- under the theme of serving European mobility and exchanges and the priority of contributing to the establishment of an information mechanism on all exchange/placement opportunities, this project will look at ways to facilitate transnational exchanges and placements for young people.

Contact

To be appointed (for queries contact Steve Bainbridge)

4. Support activities

As well as being taken forward through the project activity already listed, the themes and priorities above will also be supported by a range of other activities, the most important of which are outlined below.

4.1 Community Study Visits' programme for vocational training specialists

Aims

- ❑ to stimulate exchanges of information amongst vocational education and training specialists;
- ❑ to promote co-operation and innovation in vocational education and training for example through the dissemination and use of the compendium on "Innovation and Diversity in dialogue practices between Social Partners";
- ❑ to implement strand III-3-b (transnational exchange programmes) of the Leonardo da Vinci programme which is "administered by the Centre on behalf of the Commission";
- ❑ to contribute towards the medium-term priorities of the Centre;
- ❑ to improve the administration of the programme.

Activities

- ❑ organisation of a number of five-day study visits (to present the system in the host country and the major issues confronting it in this connection) and on general topics, in particular, basic vocational training of young people and vocational training for adults;
- ❑ organisation of a number of three-day visits on the following topics; links between training and the labour market; funding training policies; small and medium-sized enterprises and training; training for industrial redevelopment; careers guidance for young people; vocational counselling for adults; recognition of qualifications; new teaching tools for use in vocational training;
- ❑ organisation of five or six workshops for decision-makers, their advisers and others, to consider funding training policies, recognition of qualifications, quality, training and unemployment, expectations of the social partners, the role of education for vocational training. These topics are linked to the experts' work programme, who, wherever possible, will attend the workshops;

❑ with a view to improving the administration of the Study Visits' programme, consideration will be given to: a new programme of three-day study visits; improving the quality and dissemination of the reports following up each study visit; the procedures for inviting applications; and to continue to maximise participation and the utilization of the grants awarded (up from 87% in 1995 to 92% in 1996).

Expected outcomes

❑ more than **700 people from 25-30 countries** (the 15 EU Member States; Iceland; Norway; 6 central eastern European countries; Malta and Cyprus) will take part in **study visits in 19 countries.** Preparatory activities for participation by Malta and Cyprus and the of central and eastern European countries, including the Baltic States and Slovenia, into the Leonardo da Vinci element of the study visits programme, will continue this year, with a view to full participation by these countries subject to the appropriate political and budgetary decisions being taken;

❑ the preparation of **a manual concerning the administrative and financial procedures** for the management of the programme.

Contact

Marie-Jeanne Maurage; Adriano Graziosi

4.2 Support for research co-operation

Aims

- ❑ to make the conceptual diversity and different methods of knowledge transfer of vocational education and research more widely and clearly understood by policy-makers, researchers and practitioners;
- ❑ to review the Centre's activities in particular fields of research and within European programmes;
- ❑ to provide instruments to make vocational education and training research more transparent;
- ❑ to consider ways of developing comparative methodologies and to use comparative research.

Activities

- ❑ development of the Framework plan on research co-operation which focuses on: the main fields of research to be covered by the Centre's activities; its contribution to European research networks and to EU vocational education and training research programmes; making recommendations for improving the Centre's services to make developments in vocational education and training research and European co-operation more transparent;
- ❑ to help to improve the quality of the information in the European Research Directory;
- ❑ a conference on comparative methodologies in vocational education and training research to develop a typology of (comparative) methods for different research themes and policy objectives. This will provide a mapping instrument to make clearer different approaches in comparative vocational education and training research;
- ❑ setting up an internal reflection group to: follow-up measures related to the Framework plan; support the European vocational education and training research report; and to support the development of comparative methodologies in vocational education and training research.

Expected outcomes

- ❑ the Framework plan on research co-operation will be finalised as **a discussion document for researchers**;
- ❑ the publication of the outcomes of the **study on comparative methodologies, for discussion amongst researchers**.
- ❑ **a summary** of the results to promote discussion amongst decision-makers, social partners, and practitioners.

Contact

Pekka Kämäräinen

4.3 Observation system for innovation in vocational education and training

Aims

- to support the European Commission in the setting up of an observation system for innovation in vocational education and training and in identifying, through the activities of the Centre, innovatory practices with a particular focus on Community programmes.

Expected outcomes

- the **setting up of the observation system**;
- **contribution to the report on research and development** in vocational education and training;
- contribution to the European Commission's report on innovation to be published in 1998.

Methodology

- experimental work on the analysis of innovation in the context of previous Community programmes (for example FORCE, COMETT, PETRA, EUROTECNET).

Timetable

- it is foreseen that the system will be in operation by the end of 1997.

Contact

Frederik Geers, supported by Tina Bertzeletou and Steve Bainbridge

Networks

In the light of the medium-term priorities, the Centre will review its networks to ensure that they provide a steady and reliable flow of accurate and up to date information related to the priority themes and **disseminate information** and good practice about them. Some essential networks will be set up on a permanent basis, others will take forward specific projects and be set up for a limited period. The networks will contribute to the output of the Centre's project activities and they will be made more 'visible', for example through publishing information about them in the Centre's periodicals. The Centre will aim to recruit, as network members, people involved in national networks that facilitate contacts between organisations at national level. Consideration will be given to Management Board members following the activities of the networks. New arrangements for the financing, organisation and management of the networks will be introduced in early 1997. The role of the networks in disseminating the results of the Centre's activities will also be examined.

4.4 The documentary information network

Aims

- ❏ to provide a wide range of information, including:
- ❏ monthly contributions to the bibliographical database as well as contributions to the CEDEFOP Journal, CEDEFOP Info and other publications;
- ❏ replies to questions from the Centre or other network members;
- ❏ contributions for documentary dossiers, as requested by the Centre;
- ❏ advice on the development of the vocational education and training Thesaurus;
- ❏ disseminating the Centre's work and activities at meetings, exhibitions and conferences and at national level;
- ❏ providing information for the monographs on trends in national policies;
- ❏ exploring ways of streamlining the activities of the network and improving the quality and relevance of the information it receives and disseminates.

Contact

Martina Ni Cheallaigh; Colin Mc Cullough

4.5 Trends in occupations and qualifications network

Aims

- to bolster, as far as possible, from a comparative perspective, the on-going exchange of knowledge and experience of methods used and results achieved in forecasting trends in the development of occupations and qualifications;
- to compare methods, instruments and research results related to forecasting and anticipating trends in occupations and qualifications;
- to promote preparation of new co-operation projects on a more specific basis, in particular the use of research-based knowledge, in the development of vocational education and training structures.

Expected outcomes

- **reports for policy-makers** regarding the provision of vocational education and training relating to the countries, regions and sectors studied;
- **a synthesis report for policy-makers** on occupational trends and strategies for providing prospective qualifications in the environmental sector, based on case studies in 8 Member States.

Activities

- exchange of information and experience and the presentation of results of comparative international research on forecasting the development of occupations and qualifications;
- evaluation and testing of methods for forecasting trends in new qualifications, including their content and the systems structure;
- identification of new job and qualification profiles in the light of current developments in Europe (technological, social, economic, ecological and cultural).

Contact

Burkart Sellin; Tina Bertzeletou; Mara Brugia

4.6 Vocational education and training professionals networks

Aims

- to consolidate co-operation amongst institutions for vocational teacher education and/or training of trainers, through a permanent network based on institutions for vocational teacher education and/or for the training of trainers in different Member States;
- to support projects related to qualifying vocational education and training professionals and to developing teachers' and trainers' competences.

Activities

- completion of the publication series "Teachers & Trainers in Vocational Education and Training" and the accompanying "Brief Guide" for practitioners;
- conference in Dublin in May 1997.

Timetable

- publication of the remaining volumes in the "Teachers & Trainers in Vocational Education and Training" series in the autumn of 1997;
- the network should be operational at the beginning of 1998.

Contact

Duccio Guerra

4.7 A partner in policy development

The Centre will seek to develop its potential to support its partners, the European Commission, the Member States and the social partners in the development of vocational education and training policy. The Centre plans to take an active role in the provision of information to contribute to, and to stimulate debate in the context of:

- ❑ the Confidence Pact for Employment and the Employment Strategy;
- ❑ technical support to the European Commission for meetings of the Directors-General for Vocational Training (DGVT);
- ❑ developing a closer and more active co-operation with the social partners and the Social Dialogue, and improving the quality of the service provided to them (including the updating of the compendium on "Innovation and diversity in dialogue practices between Social Partners");
- ❑ reports by the European Commission (for example, the "Article 10" reports of the Leonardo da Vinci programme on vocational education and training systems and the report on the Recommendation of the Council dated 30.06.1993 on access to continuing vocational training);
- ❑ organising a high-level conference as part of the follow-up to the European Year of Lifelong Learning;
- ❑ participation in conferences at national level on matters of European interest proposed by the Management Board members .

Contact

Jordi Planas; Steve Bainbridge; Michael Adams

4.8 Thessaloniki: Cultural Capital of Europe 1997

The Centre welcomes the choice of Thessaloniki as the 1997 European cultural capital. It will seek to support the event in a number of ways, promoting the European character of the Centre, and its potential to help practitioners in the vocational education and training field.

Activities

- ❑ an exhibition on new occupations in industrial design, with a seminar for policy-makers and researchers on the trends and forecasts;
- ❑ a brochure on the Centre's activities;
- ❑ a photo exhibition on vocational training, with a view to producing a catalogue, book or calendar;
- ❑ a poster campaign comparing the views of ancient and contemporary writers on the aims of a "learning society" (what do we want from education and training for Europe in the year 2000?).

Contact

Norbert Wollschläger

5. Information Services

The Centre's information services are essential to its image and profile. The Management Board will consider the development of a clear publications policy for the Centre and its relationship with the publications policy of the European Commission. This is particularly important as the European Commission is developing an electronic network for education, training and youth (NETY). The Centre is aiming to establish a comprehensive and easily accessible information service, which responds rapidly to ad-hoc and other enquiries. The aim is to introduce an electronic database to be used by a wide range of institutions and people. The Centre will enhance its dissemination activities through the use of its World Wide Web site on the Internet.

5.1 Publications

Aims

- ❑ to disseminate information on vocational education and training in printed form, but increasingly by electronic means and data transfer, for example, on the Centre's World Wide Web site on the Internet, and on CD-Rom;.
- ❑ to improve communication between project co-ordinators and contractors and clients and to inform others better on the services provided by the Centre.

Expected outcomes

- ❑ **three issues of the European Journal for Vocational Training** in English, French, German and Spanish. The themes of the three issues will be, No. 10/97 Higher Education, No. 11/97 Co-operation with countries in central and eastern Europe, and No. 12/97 Signalling competences: information needs for job mobility;
- ❑ **three issues of CEDEFOP-Info** in English, French and German;
- ❑ **non-periodical publications to disseminate the findings of CEDEFOP** research activities. These include: "CEDEFOP documents" (synthesis reports and presentations of project results; information brochures, manuals, directories and guides); and "CEDEFOP panorama" (national studies, reports and findings of interrelated project conferences, colloquies, etc).

Contact

Bernd Möhlmann; Steve Bainbridge; Colin Mc Cullough

5.2 Library and documentation Service

Aims

- ❑ to provide an on-going and accessible information service to the Centre's partners and clients;
- ❑ to collect and disseminate information about vocational education and training in the EU, both from the Member States and European and international organisations;
- ❑ to simplify its working methods and make data automatically accessible to a wider public and so improve the quality of the data available and enhance its coverage and presentation;
- ❑ to introduce new software for the information storage and retrieval system;
- ❑ to make the bibliographical database available through the CEDEFOP Internet server;
- ❑ to provide a regular update on the latest developments in vocational education and training in the Member States and to prepare dossiers on specific themes of policy interest;
- ❑ to introduce new arrangements with colleagues to provide support to projects;
- ❑ to begin work on the updating of the vocational training thesaurus.

Methodology

- ❑ harmonisation of working methods and updating of current technology;
- ❑ the use of a wide range of methods and tools, such as biographical databases, databases on institutions, paper files and on-line information retrieval.
- ❑ compilation of information on conferences and seminars, and documents disseminated to the network;
- ❑ co-operation with EURYDICE, the European Training Foundation, the International Labour Organisation and EUROLIB.

Expected outcomes

- ❑ **dictionary** of vocational education and training acronyms;
- ❑ bibliographical **input to the CEDEFOP Journal and the CEDEFOP-INFO**.

Contact

Martina Ní Cheallaigh; Carlos da Cruz;
Maïte Santos, Marie-Jeanne Tchedry

62

5.3 Terminology Work

Aims

- ❑ to review the structure and operations of the service for terminology of vocational training in all the Community languages, linking it more closely with the work of the translators;
- ❑ to provide a terminology list to the interpreters and free-lance translator network;
- ❑ to create a pilot database of existing terminology, test it and, if satisfactory, place it on the World Wide Web site for users;
- ❑ to react to requests from other Community bodies to co-operate on joint terminology projects.

Expected outcomes

- ❑ **a new organisational structure** for the translation service to enable staff to add systematically to existing terminology;
- ❑ a service able to cater both electronically and in hard copy to the needs of CEDEFOP clients, offering **support in the required topics and language combinations** with the use of computer technology, e.g. the compilation of a bilingual glossary on vocational training for practitioners.

Contact

to be appointed

5.4 Brussels office

The functions of the office to be developed during the year will include:

- ❑ contributing to a more effective exchange of information between CEDEFOP and the EU Institutions and programmes. In particular between the Centre, the European Commission services and the Leonardo da Vinci Programme;
- ❑ improving contacts with the Brussels-based headquarters of the social partners;
- ❑ providing a well-equipped "bureau de passage" for CEDEFOP staff and their contacts during short visits to Brussels;
- ❑ acting as an initial contact point for those in or visiting Brussels seeking information concerning CEDEFOP's activities and products, particularly its publications;
- ❑ participating in meetings and other events in or near Brussels, which are of interest and relevance to CEDEFOP's work, but for which it is not feasible to send a colleague from Thessaloniki;
- ❑ participation in meetings concerning "Le Magazine" published by DG XXII of the European Commission;
- ❑ organising (with the support of the service in Thessaloniki) CEDEFOP's participation in selected exhibitions particularly in Brussels or neighbouring area;
- ❑ assisting in organising CEDEFOP meetings in Brussels.

Contact

Michael Adams; Marieke Zwanink

5.5 Fairs and Exhibitions

The Centre will continue to participate in major fairs and exhibitions in the Member States, in close co-operation with the appropriate services of the European Commission. At the beginning of each year, a list of the fairs and exhibitions in which the Centre expects to participate will be drawn up from proposals put forward by the European Commission, the Management Board and members of the documentation network.

Contact

Bernd Möhlmann; Marieke Zwanink

6. Making the Centre more efficient and effective

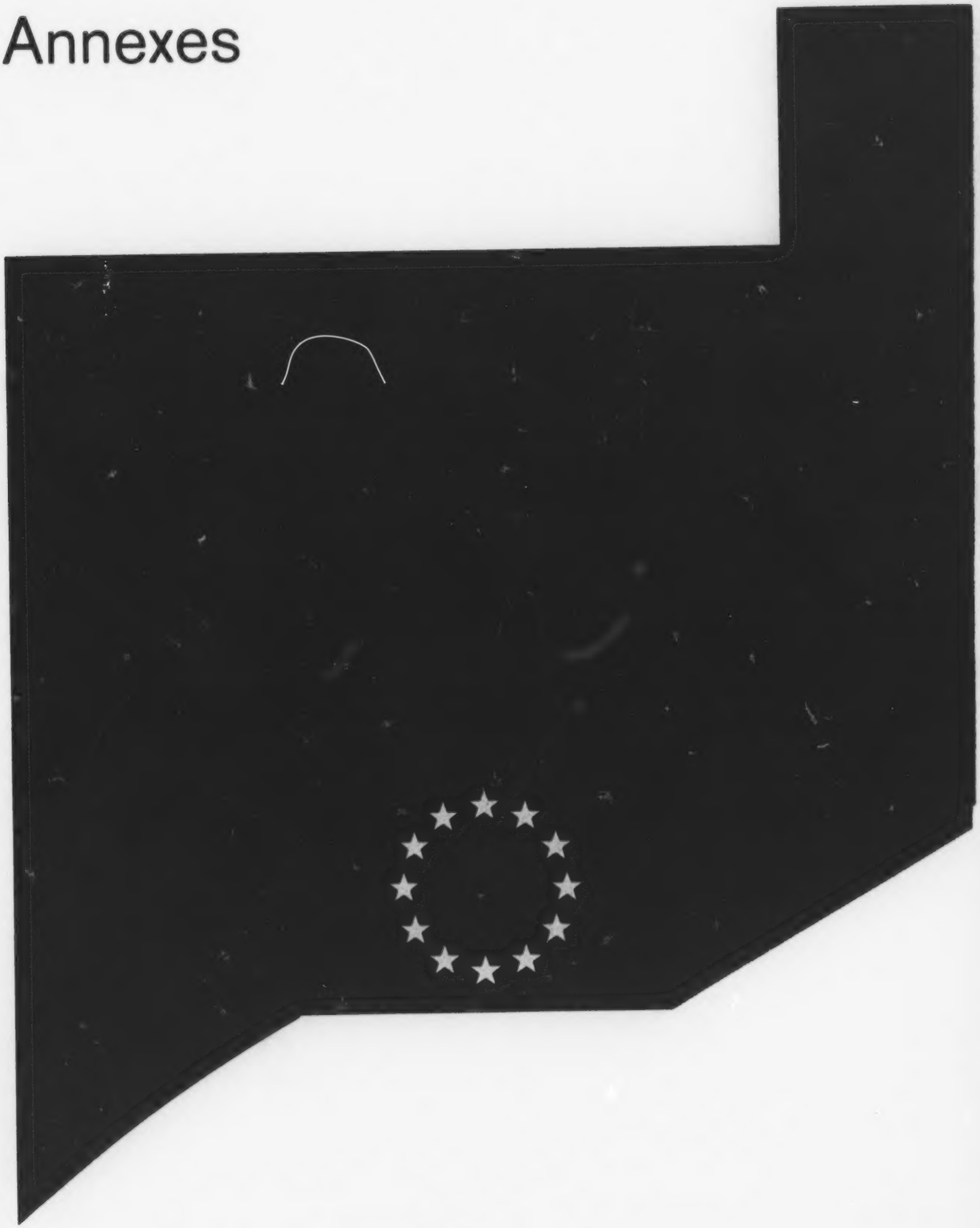
The Directorate will implement a definitive management structure to consolidate the changes made in 1996. For the time being the Directorate has made a provisional division of responsibilities, pending a decision on a new management structure and individual work programmes with a job description and clear tasks.

On the basis of a new accounting system, an effective management information system will be introduced. The planning system will include preparation of an indicative timetable on when commitments and payments will be made. The review procedures should be improved and formalised to include periodic review of the timetable of appropriations and payments in order to effectively monitor the execution of the budget and the Work Programme on which periodic progress reports will be produced.

In view of the medium-term priorities and the changes in the working methods, especially the networks, the Centre will introduce standard agreements for multi-annual co-operation with network members and for multi-annual projects. This subvention approach will not replace the call for tendering procedures for normal commercial goods, where competition benefits can help to reduce costs to the Centre. To ensure the most effective means of co-operation with partners in advancing the medium-term priorities and the Work Programme 1997, the Centre will organise a call for expressions of interest. The financing of the networks will be more structured and transparent.

The Centre will also carry out the recruitment policy concerning staff, national experts and others in accordance with the decisions taken in 1996 by the Management Board.

Annexes



Annex 1

SUMMARY OF PRINCIPAL OUTCOMES AND ACTIVITIES FOR 1997 AND A LOOK AHEAD TO 1998

	1997	1998
Promoting competences and lifelong learning		
• identifying and encouraging the acquisition of core/key skills and qualifications;	Key qualifications and curricular renewal • two seminars to consider developments in this area.	Key qualifications and curricular renewal • synthesis report.
• reporting developments in new occupations and job profiles in all areas of job growth;	Impact of information technology on curricula and qualifications • report on the impact of information technology on competences required and educational attainment, by December 1997. Sector-level approaches to analysing skill needs • synthesis report on work organisation and qualifications in the retail sector and in the car sales and repair sectors, by September 1997; • report on the advantages and limits of the sector approach in training analysis and policy, by September 1997; • synthesis report of the methodology for analysing sector training systems, by December 1997.	
• identifying new methods of the validation/certification of skills and qualifications, including those skills acquired through informal learning systems;	Accreditation of prior learning • report September 1997.	Accreditation of prior learning • follow-up study.

	1997	1998
Monitoring developments in vocational education and training in the Member States		
• the observation of Member States systems and arrangements and innovatory practices;	<u>Information on Member States systems</u> • publication of monographs on Finland, by June 1997; • publication of monographs on Sweden, Austria and Norway, by October 1997; • publication of monograph on Iceland, by October 1997 • publication of revised monographs on the UK and France, by June 1997. <u>Report on vocational education and training research</u> • publication of report in autumn/winter 1997. <u>European Research Directory</u> • updated version on CD-rom available by autumn/winter 1997.	<u>Information on Member States systems</u> • revised monographs on Denmark, Germany, the Netherlands and Portugal.
	<u>Vocational education and training policy report</u> • preparation of detailed outline of content and structure.	<u>Vocational education and training policy report</u> • publication of report in autumn.
• contributing to the development of classifications for vocational training and indicators on the impact of training on growth, competitiveness, productivity, wages and employment;	<u>Statistical data on vocational training</u> • publication of key data on vocational training, summer 1997; • development of classifications of training fields by December 1997;	

	1997	1998
	• database on participation in vocational training by December 1997.	
• analyses of the ways in which investment in people is promoted (including expenditure on training by governments, enterprises and individuals, as well as the legal, administrative, financial and fiscal incentives);	<u>Financing of continuing vocational training</u> • completion of national studies, May 1997; • synthesis report, summer 1997.	
• analyses of the extent to which training supply meets demand (including the extent training provision meets the needs of young people, adults, workers in small and medium-sized enterprises, temporary and part-time workers, as well as those at a disadvantage in the labour market and contributes towards the development of equal opportunities);	<u>Occupational and social integration of young people</u> • synthesis report May 1997 • report on work simulation programmes September 1997. <u>Qualifications and the labour market</u> • project results December 1997.	

ANNEX 1

	1997	1998
	Quality in vocational training • synthesis report on quality assurance and control, by September 1997; • report on the college/ school-based quality assurance and improvement models by September 1997; • report on the relevance and application of ISO 9000 in vocational training institutions by September 1997.	
• analyses of the development of transnational partnerships and co-operation in vocational training (including public/private sector partnerships, the social partners, and relations between education and training establishments and enterprises);		
• analyses of the integration of new technology into learning systems.		

	1997	1998
Serving European mobility and exchanges		
• the development of a European dimension in vocational training and the preparation of workers for the single market, including the forecasting of skills and qualifications needs;		
• improving the understanding of different certification systems, of the transparency of qualifications and of the barriers to the mutual recognition of qualifications;	Transparency of qualifications • new network spring 1997.	
• encouraging the development of a European dimension in vocational guidance;		

ANNEX 1

	1997	1998
SUPPORT ACTIVITIES	Study Visits' programme • around 700 people from 25-30 countries will participate in visits in 19 countries.	Study Visits' programme • further development of the Visits' programme.
	Support for research co-operation • conference on comparative methodologies in vocational education and training; • to improve the information in the European Research Directory.	Support for research co-operation • on-going support research-related projects.
	Observation system for innovation • supporting the European Commission in setting up an observation system by the end of 1997.	Observation system for innovation • operation of the system.
	Documentary information network • on-going activity providing information for experts within and contacts outside CEDEFOP.	Documentary information network • on-going activity providing information for experts within and contacts outside CEDEFOP.
	Trends in qualifications network • on-going activity providing a platform for comparing methods and research results.	Trends in qualifications network • on-going activity providing a platform for comparing methods and research results.
	Vocational education and training professionals networks • preparatory work to set up network related to training of teachers and trainers.	Vocational education and training professionals networks • start of network to support projects related to training of teachers and trainers.

	1997	1998
	A partner in policy development • on-going activity providing information to stimulate debate on training policy issues.	A partner in policy development • on-going activity providing information to stimulate debate on training policy issues.
	Thessaloniki: Cultural Capital 1997 • support and organisation of a series of events to support the city and promote the image of the Centre.	
INFORMATION SERVICES	Publications • three issues of the European Journal for Vocational Training; • three issues of CEDEFOP-Info; • publication of other non-periodicals on training issues;	Publications • on-going activity.
	Library and documentation service • introduction of new technology to improve the quality of the service.	Library and documentation service • on-going activity.

Annex II

List of publications foreseen 1997

	Project / Title	Language
1.	**Promoting competences and lifelong learning**	
1.2	**Sector-level approaches**	
	a) "Work organisation and qualifications in the car sales and repair sectors	EN
	b) Sectoral approach to training - Synthesis report - 5 EU countries	EN
	c) Synthesis report on the methodology for analysing sectoral training systems	EN
	d) Study on the college/school based quality ... models in two EU countries	EN
	e) Study on the relevance and application of ISO 9000 as a quality assurance mechanism for vocational training institutions	EN
1.3	**Accreditation of prior learning in qualifications** Synthesis report (on 5 countries)	
2.	**Monitoring vocational and education training developments in the Member States**	
2.1	Monographs on the VET systems in	
	Spain	EN, FR
	Italy	FR
	Portugal	DE
	Monographs on the VET systems in	
	Finland	FI, EN, DE, FR
	Sweden	DE, EN, FR
	Austria	EN, DE, FR
	Iceland	S, EN
	Norway	NO, EN
	UK (revised)	EN
	F (revised)	FR
2.2	**VET research report**	
	Comprehensive version	EN
	Synthesis report	DE, EN, FR
	Summary	11 languages

	Project / Title	Language
2.3	**European Research Directory** - CD-ROM -	EN/FR
2.4	**Key-data on VET** (DG XXII, Eurostat, CEDEFOP) Summary	DE, EN, FR 11 languages
2.5	**Financing of continuing VT**	DE, EN, FR
2.6	**Occupational and social integration of young people**	
	Synthesis report	EN, FR
	Synthesis report on work simulation programmes	IT, EN
	Environmental qualifications	
	Austria	DE
	Belgium	FR
	Denmark	EN
	Greece	EN
	United Kingdom	EN
	Spain	EN
	Italy	IT
	France	FR
	Synthesis report	EN, FR
2.8	**Quality in VET**	
	Qualification and labour market in Europe	EN, FR
4.	**Support activities**	
4.2	**Research co-operation**	
	Framework plan	EN, FR
4.5	**Trends in occupations and qualifications network**	
	5 reports	EN
5.	**Information service**	
5.1	**Publications**	
	a) European Journal "Vocational Training" (3x)	DE/EN/ES/FR
	b) "CEDEFOP Info" (3x)	DE/EN/FR
	c) Presse	DE/EN/FR/GR
	d) Non-periodicals	11 languages
	(Annual report, Work Programme, info brochures, publications catalogue, distribution/postage, stockage, reprints etc.)	

	Project / Title	Language
5.2	**Documentary information network**	
	Dictionary of acronyms	EN/FR
6.4	**Teachers and trainers in VET**	
	Brief guide	EN, DE, FR
	Explanatory cartograph studies	
	Volume 3:	EN
	(A, B, GR, L, NL)	
	Volume 4:	EN
	(DK, FIN, N, IS, S)	
	Conference report	EN

Annex III
Meetings foreseen in 1997

Dates	Fixed (F) Estimated (E) Indication (I)	Title Number of participants/Languages Place
January		
16-17.01.	F	CIRETOQ - Group B (16.01) 10 people (EN, IT); Brussels
		Group A (17.01) 10 people (EN); Brussels
21.01.	F	CIRETOQ - Group C Interim report (health, printing sectors) (EN); Brussels
20-21.01.	F	Journal Editorial Board 12 people (EN, FR, DE); Thessaloniki
24.01.	F	BUREAU MEETING Brussels
31.01.	I	Accreditation of Prior Learning 9 people (EN, FR); Brussels
February		
5.-7.02.	F	Study Visits' - Annual Meeting 60 people (EN, FR, DE, ES); Copenhagen
March		
13.-14.03.	F	MANAGEMENT BOARD MEETING Thessaloniki
21.03.	F	Transparency - 1st Meeting 20 people (EN, FR); Brussels
April		
04.04.	E	CIRETOQ - Group C Final version of report (health, printing sectors) (EN); Brussels
28.-29.04.	F	Journal - Editorial Board Meeting 15 people (EN, FR, DE); The Netherlands
May		
26.-28.05.	I	Key - Qualifications - 2nd Multi-level-Seminar 20 people (EN); Amsterdam

Dates	Fixed (F) Estimated (E) Indication (I)	Title Number of participants/Languages Place
June		
first or fourth week, date to be decided	I	Conference on the follow-up to the European Year of Lifelong Learning (EN, FR, DE, IT, GK -> DE, FR, EN) Location to be decided
05.-06.06	I	Teachers & Trainers "Dublin Conference" Creating the Network 30 people (EN, FR); Dublin
05.-06.06	F	DOC NETWORK - 1st Working Meeting 34 people (EN, DE, FR, ES, IT -> EN, FR, ES) Thessaloniki
11.06	I	CIRETOQ - Group A 10 people (EN); Brussels or Thessaloniki
12-13.06	F	CIRETOQ - Plenary Meeting 40 people (EN, FR); Brussels or Thessaloniki
19-20.06	I	Workshop - Study Visits' 20 people (EN, FR, DE); Munich
20.06	F	BUREAU MEETING Brussels
July		
17-18.07	E	VET Research Report 1st Discussion (incl. OECD Experts) 26 people (EN, FR, DE); Thessaloniki
September		
24-25.09	I	Financing Conference 12 people (EN, FR); Location to be decided
26.09	F	BUREAU MEETING Brussels

Dates	Fixed (F) Estimated (E) Indication (I)	Title Number of participants/Languages Place
October		
date to be decided	I	Journal Editorial Board 12 people (EN, FR, DE); Location to be decided
01-02.10	F	Documentary Network 2nd Working Meeting 34 people (EN, FR, DE, ES, IT -> EN, FR, ES); Thessaloniki
03.10.	F	Research Directory - Annual Meeting 20 people (EN, FR, ES); Thessaloniki
09-10.10	F	Comparative Research Methods 100 people (EN, FR, DE); Bonn
16-17.10	E	VET Research / Report Final Discussion 20 people (EN, FR, DE); Thessaloniki
23-24.10	I	Workshop Study Visits' number of people and languages to be decided; Spain
November		
06.11.	I	CIRETOQ - Group A 10 people (EN); Brussels
07.11.	F	Transparency - 2nd Meeting 20 people (EN, FR); Brussels
13-14.11	F	MANAGEMENT BOARD MEETING Thessaloniki
28.11.	E	CIRETOQ - Group C Agriculture - 2nd Meeting (EN)

ANNEX 3

80

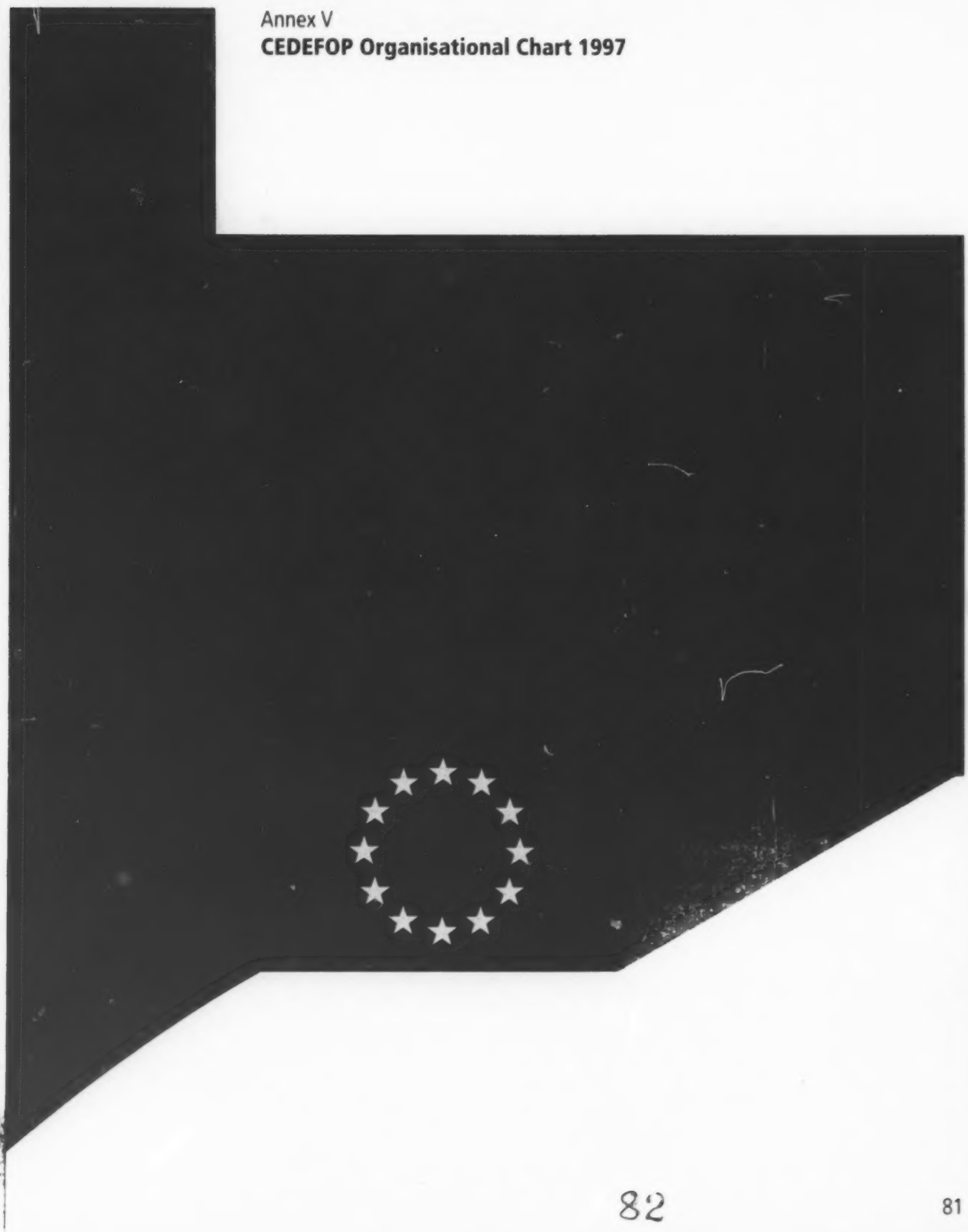
Annex IV **Budget outline**

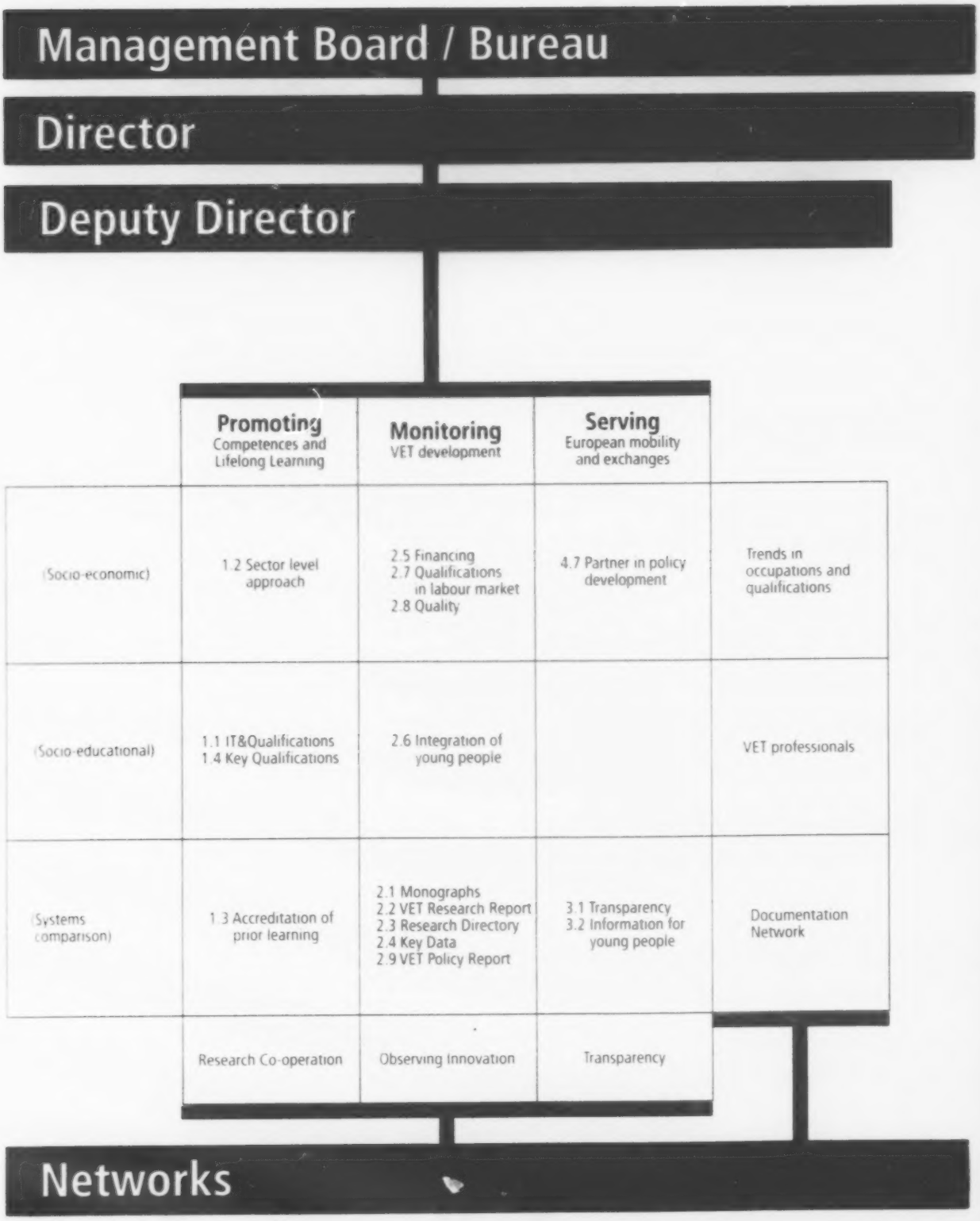
TITLE 3
CHAPTER 30 OPERATING EXPENDITURE

Article /Item	Heading	1997
	CHAPTER 30	
300	***Establishment of operational documentation***	
3000	Documentation	220 000
3001	Computerisation	141 000
	Article 300 – Total	**361 000**
301	***Dissemination of information***	**750 000**
302	***Projects on the development and coordination of research work***	
3020	Meeting expenses	400 000
3021	Interpretation expenses	150 000
	Article 302 – Total	**550 000**
303	***Pilot studies and projects***	**1 209 000**
304	***Translation expenses***	**395 000**
305	***Management Board meetings***	**200 000**
306	***Programme of exchange visits by training specialists***	**1 300 000**
307	***Comparability of vocational training qualifications***	
	CHAPTER 30 – TOTAL	**4 765 000**
	Title 3 – Total	**4 765 000**
		0

Annex V

CEDEFOP Organisational Chart 1997





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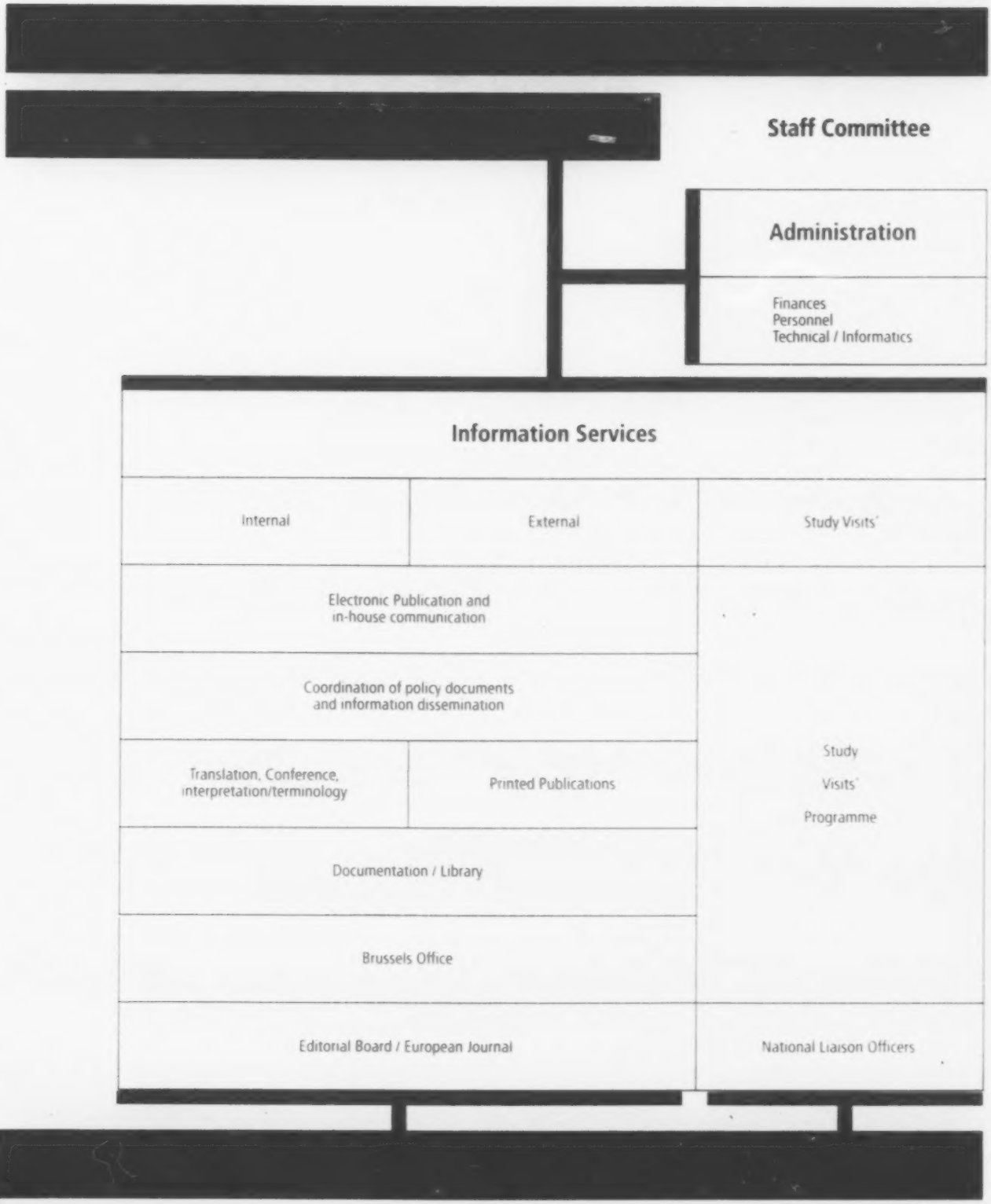
Staff Committee
Administration
Finances
Personnel
Technical / Informatics
Information Services
Internal
External
Study Visits'
Electronic Publication and in-house communication
Coordination of policy documents and information dissemination
Translation, Conference, interpretation/terminology
Printed Publications
Documentation / Library
Brussels Office
Editorial Board / European Journal
Study Visits' Programme
National Liaison Officers

DIRECTORATE

Director Johan van Rens
Deputy Director Stavros Stavrou

COORDINATORS

In addition to those responsible for the projects indicated in the Work Programme, there are coordinators for:

PRIORITY FIELDS

Promoting competences and lifelong learning	Mara Brugia
Monitoring VET developments	Manfred Tessaring
Serving European mobility and exchanges	Jordi Planas

NETWORKS

Trends in occupations and qualifications	Burkart Sellin
VET professionals	Duccio Guerra
Documentation	Martina Ni Cheallaigh
Transparency	Jens Bjørnåvold
Observing innovation	Frederik Geers
Research co-operation	Pekka Kämäräinen

INFORMATION SERVICES

Internal	Colin Mc Cullough
External	Steve Bainbridge
Study visits	Marie-Jeanne Maurage
Hard-copy publications	Bernd Möhlmann
Translation	Alison Clark
Brussels	Michael Adams

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Finances	Hélène Hamers
Personnel	Georges Paraskevaïdis
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CEDEFOP

HX-03-97-498-EN-C